

**Being Sexual:  
An Illustrated Series On Sexuality  
and Relationships**

**BEING SEXUAL  
TEACHING MANUAL**



**By Susan Ludwig and David Hingsburger**

**Illustrated by James F. Whittingham**

## BEING SEXUAL: AN ILLUSTRATED SERIES ON SEXUALITY AND RELATIONSHIPS

This 17-book series provides important sexuality education for young adults and adults. The clear, straightforward text and engaging illustrations are particularly helpful for people with developmental disability, problems with literacy, learning or communication, or anyone who uses Blissymbols. The content, philosophy and ideas expressed are those of the authors. Books were reviewed by SIECCAN Board members who are professionally involved in sex education, counselling and therapy and by consumers, parents and educators.

Blissymbolics Communication International (BCI) co-ordinated Blissymbol translation of major portions of each book in the Being Sexual series using approximately 150 recently-developed symbols for sexuality. Claudia Wood translated all books except for volume 4 on Adolescence which was translated by Ruth Harrington and Jinny Storr.

Blissymbols used herein are derived from symbols described in Semantography, original copyright © C.K. Bliss 1949. © Blissymbolics Communication International, 250 Ferrand Drive, Suite 200, Don Mills, Ontario, Canada M3C 3P2. Exclusive licensee 1982.

The series is co-authored by **Dave Hingsburger**, an author and lecturer who has extensive experience as a counsellor and therapist for people with developmental disabilities, and **Susan Ludwig**, a nurse-educator with the Sexual Health Team, York Region Public Health who specializes in sexuality education for people with developmental disabilities. The authors acknowledge the assistance and support of York Region Public Health during the writing phase of the project, the imaginative input of **Claudia Wood**, and the special contribution of **James F. Whittingham** who created over 1200 drawings to illustrate the series.

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# BEING SEXUAL TEACHING MANUAL

## Acknowledgements

Our work with individuals with developmental handicaps has shown us that there are few materials designed to teach them about sexuality. We decided to make a "wish list" of desirable features as we searched for materials to meet the needs of this population. The text would be clearly written with simple illustrations to support the concepts presented. The books would address many aspects of sexuality and related subjects. In these days of tight budgets, they would be relatively inexpensive to purchase.

Given our busy schedules, these ideas may have remained in our heads were it not for Sean Fine's front page article "Mentally Retarded Seek Sex Education" appearing in "The Globe and Mail" June, 1989. The article led Claudia Wood, then employed by **Blissymbolics Communication International (BCI)** to contact Susan Ludwig, Community Health Nurse at the **Regional Municipality of York** and David Hingsburger, Behaviour Therapist with **Behaviour Management Services**, York Central Hospital, Richmond Hill, Ontario.

Claudia's task was to find someone to write some educational pamphlets about sexuality incorporating the newly created Blissymbols related to sexuality. The BCI International Panel had just completed work on these symbols in response to many requests. As we discussed the project with Claudia, we believed the material could be expanded to appeal to a wider audience. Clearly, those using Blissymbols as a form of augmentative communication would benefit from having materials written in their graphic language. In addition, the materials could be used to teach the basic concepts to many people, including those with developmental delays.

We agreed to draft some pamphlets and embarked upon a project that was far more ambitious than any of us realized at the time. Two and one-half years later, the "pamphlets" have evolved into sixteen books that average over thirty pages each. This accomplishment would not have been possible without the time and expertise that has been generously offered along the way.

**The Regional Municipality of York Nursing Division** supported much of Susan's writing and meeting time in addition to the mailing, photocopying and telephoning that was needed. **Behaviour Management Services** supported much of David's writing and meeting time.

We were fortunate when **Jim and Ann Whittingham** volunteered to help early in this project. Jim offered his keen interest in illustrating, his time and perspective to us. His illustrations have added emphasis and clarity to our text. Ann extended her expertise and ideas as a nurse and as a parent. In addition, she recorded the content of our meetings, kept us on track in many of our discussions and poured gallons of tea to accompany her excellent lunches. Both Jim and Ann proofread and cross-referenced text with considerable attention to detail.

**BCI** supported Claudia in her efforts to edit and translate our text, to scan the artwork into the computer and to co-author the book



**Relationships.** Others associated with **BCI** donated time and equipment. Susan Odell, a Blissymbol user and consultant to the project, provided the invaluable perspective of a person with physical disabilities. Ruth Harrington and Jinny Storr proofread all Blissymbols and translated the book **Adolescence** into symbols. Shirley McNaughton offered editorial comments and donated the use of her optical scanner. Peter Reich offered moral support and editorial advice. Katherine Seybold printed and circulated books to a sub-committee of the BCI Board of Directors.

Michael Barrett, President of **The Sex Information and Education Council of Canada (SIECCAN)**, offered unlimited access to his professional library of sex education publications. He co-authored the book **Sexuality and Physical Disability** and offered editorial assistance. Members of the **SIECCAN** Board of Directors agreed to publish the books and donated time and expertise to review them.

Many others including Blissymbol users, parents, educators and professionals from many fields supported our belief that these materials are needed and will be useful to many people.

At the beginning of the project, Susan Odell used her Blissymbols to say,

..<                         



## Teaching Manual

In many ways, our society has not recognized or accepted the sexuality of people with disabilities. Since those with developmental disabilities were often seen as "innocent," child-like or asexual, they received limited and restricted access to information about this topic. Recent efforts at "normalizing" or "de-institutionalizing" people with disabilities in the province of Ontario made this lack of adequate sex education an obvious area of concern. These materials were developed for people with disabilities and those who work with them.

The authors have extensive experience teaching and counselling people with different problems related to sexuality. They have discovered a variety of needs. Some clients just wanted more information. Some wanted to find answers to their questions. Some had been sexually abused. Others were acting in ways that were sexually inappropriate in homes, schools and the work place. Printed materials were unavailable for use with these clients. This limited the possible types of intervention and provided the motivation for developing this series of books.

The books provide an introduction to many important topics related to the teaching of human sexuality. The authors wrote them at a level that individuals with developmental disabilities can understand. The materials present a positive, reassuring image of sexuality that lets readers satisfy their need to explore this subject. The authors believe that the information provided is critical to anyone wanting to develop satisfying, interpersonal relationships.

A major goal of this series has been not only to address a broad spectrum of topics relating to human sexuality, but to place this subject in perspective as one important component of a satisfying relationship. The range of topics covered is extensive. Anatomy and reproduction are included for obvious reasons. Some topics, such as sexuality and physical disability and sexuality and aging, are of interest to particular groups. Others, such as masturbation, homosexuality and sexual self-advocacy, are somewhat controversial in nature. These are sometimes avoided because of inherent difficulties in addressing them, such as conflicting opinions and values. The authors felt they had an important place in this series.

These books illustrate the physical, emotional and social aspects of sexuality. They aim to teach clients skills such as learning to differentiate between private and public activities. They show how to recognize and to refuse unwanted sexual advances. They encourage sexual decision-making around issues like family planning, masturbation and safer sexual practices. The books reflect the authors' affirmative approach to human sexuality by their acceptance of each individual as a sexual being with a right to accurate information. Even if you do not share this view, they hope that you will recognize the merit of the series as a whole and encourage its use.



Some users have had little access to accurate information on sexuality. To save embarrassment, they may benefit by initially reviewing the materials privately. Optional tape recordings aid this process and make the material accessible to those lacking literacy skills. Other people will use the materials in the context of group or individual counselling sessions.

Everyone using the materials will need additional resources, both human and material. Inevitably individuals will have questions and concerns that warrant further discussion. For this reason, each book encourages readers to find people willing to answer their questions. The authors firmly believe that no one can learn about sexuality in isolation.

The books include Blissymbols for several reasons. Blissymbolics, a meaning-based, graphic language is used world-wide by people who are unable to speak. Blissymbols can help individuals to develop a conceptual understanding of language. The system contains grammatical indicators, has its own syntax and rules or principles for creating new vocabulary. Until recently, the system of over 2,400 symbols had only a few relating to human sexuality; now there are nearly 100 symbols on this topic.

The materials were developed in order to encourage the use of these new symbols by augmentative communicators and others. The authors support the idea that Blissymbols can enhance the teaching and learning of this information for many people. Readers are encouraged to read the sections of the manual containing suggestions about how to use the Blissymbols. (See Appendix.)

The authors invite your comments about these materials and welcome your suggestions for additions and/or revisions. They thank you for your interest in helping others come to a better understanding of "Being Sexual".



## Introduction

We have tried to anticipate questions that users of these materials might ask. The answers reflect our own personal philosophies about sexuality education.

### Do people with disabilities have the same sexual feelings as I do?

Yes. Every individual has sexual feelings. People with disabilities share the same feelings, needs and desires as non-disabled people.

Sexuality is the integration of those aspects of an individual's personality that express maleness or femaleness. It is more than just looking and feeling "sexy".

We believe that every person wants some degree of intimacy or being close to another person, emotionally and physically. Learning how, when, where and with whom intimacy is appropriate is very important.

### What do you hope these books will accomplish?

We feel that sexuality education is important to help anyone experience positive feelings about sexuality and about **Being Sexual**. We hope to provide readers with examples of the skills they need to make healthy sexual choices. In addition:

- Accurate information about one's body can help to improve self-esteem.
- Sexual abuse, unwanted pregnancy and sexually transmitted diseases can be avoided if people have accurate

information, skills, appropriate instruction and support services.

- Understanding that everyone has sexual feelings, and that this is healthy and normal, can prevent feelings of confusion and social isolation. Illustrations in the books feature all kinds of people of different sizes and shapes, from different ethnic backgrounds, some with apparent disabilities and others who appear non-disabled.

- People who are able to discriminate between appropriate and inappropriate sexual behaviour are more likely to be accepted in the community. This means that people with disabilities can avoid the negative legal and emotional consequences of inappropriate sexual activities.

### Why is it important for individuals with disabilities to learn about sexuality?

We agree with the 1975 World Health Organization statement that everyone has the right to know about sexuality, to understand it within the context of human relationships and to consider accepting sexual relationships.

People with disabilities often receive information about how their bodies function sexually much later in life than do their non-disabled peers. This means they may have held mistaken ideas about their bodies for a long time.

Ignorance leads to misinformation and opportunities for sexual abuse. The level of sexual victimization



for this population is much higher than for the non-disabled population. Unfortunately those who sexually abuse are frequently care givers, family members or acquaintances, (Senn, 1988).

Research has shown that sex education plays an important role in preventing sexual abuse. If people with disabilities had accurate information about sexuality, they were much less likely to be victimized than those who did not. People who reported sexual abuse were more likely to stop it from reoccurring, (Senn, 1988).

### **How does sex education relate to reporting sexual abuse?**

People who have never learned about sexuality may lack the language to express themselves if they are sexually abused. If this is the case, they may not tell anyone if someone touches them in a way they don't like. They may have never learned they have a right to demand privacy.

The books help readers to go through the steps of identifying unwanted touch, telling an abuser to stop and telling others about the abuse.

### **Is it likely that I may be told about sexual abuse by a person with a disability?**

Yes. This is why we wrote the book **Sexual Abuse**. If you are a person willing to discuss sexuality with another who may be vulnerable, you must be prepared for this to happen. Conservative estimates for persons with developmental disabilities are that they are four times more likely to be sexually abused than those who

are non-disabled, (Senn, 1988). You may want to seek support from an experienced professional about how to proceed.

The book explains how to identify and to avoid sexual abuse. For those who have already been abused, it advises counselling to help cope with feelings and provides practical information on important medical procedures and legal implications.

### **How are these books different from others relating to sex education?**

Many potential readers are young adults or adults who do not possess the literacy skills necessary to use conventional sex education materials. With this fact in mind:

- The text uses short phrases and simple language, aimed at those at a grade six reading level.
- Headings and main ideas are translated into Blissymbols to support conceptual understanding.
- Simple line drawings illustrate each page of text and emphasize the private nature of some aspects of sexuality.
- Details in some drawings are magnified for clarity.
- Often a page illustrates more than one aspect of an idea, e.g., different body types or sizes.
- Key vocabulary words pertaining to sexuality appear in bold text for emphasis.



## What topics are covered and why?

We selected the following sixteen topics based upon the needs of our clients. These include:

**Relationships**

**Woman's Body**

**Man's Body**

**Adolescence**

**Heterosexual Intercourse**

**Human Reproduction**

**Birth Control**

**Homosexuality**

**Masturbation**

(separate books about male and female)

**Sexually Transmitted Diseases**

**AIDS**

**Sexuality and Physical Disability**

**Sexual Abuse**

**Sexuality and Aging**

**Sexual Self-Advocacy**

We believe that each book contributes to a more complete understanding of **Being Sexual**. We have therefore chosen to encourage use of the entire series by making it available only as a complete set.

**I am not comfortable with some topics or I do not agree with the content of some of the books. What can I do?**

We wrote the books in response to the needs of clients, parents and educators. These people told us that they wanted materials containing accurate information about sexuality. It is our hope that **access** to the information will enable readers to make **informed** sexual choices. We believe that people with disabilities can make healthy decisions. We hope you will agree that they need to be aware of all the choices and to understand what will happen as a result of their decisions.

**Human sexuality is more than just teaching anatomy. What other aspects of each topic are included in this series?**

We believe it is important to integrate the **physical, emotional** and **social aspects** of each topic into a sexuality education program. In addition, readers need to learn the skills to apply the information to their lifestyle and to understand **attitudes** and **values** related to each subject. These books attempt to illustrate as many of these aspects of each subject as possible.

For example, when learning about her breasts, a woman needs to know:

- breasts have a functional and aesthetic purpose, (physical aspect)
- breasts are private body parts (social aspect)
- since not everyone is comfortable discussing this topic, it is important to seek someone who is willing to answer questions and concerns, (social aspect)



- how to refuse unwanted advances if someone tries to touch her breasts, (skill)

- that if someone tries to touch her breasts, she may feel bad about this, (emotional aspect).

### **Who can benefit from using these books?**

Our work with people having developmental and physical disabilities prompted us to write this material especially for them. However, we hope that people with visual impairments, those for whom English is a second language, those with literacy problems and those with learning disabilities can benefit too. Parents and teachers may find that some books such as **Human Reproduction** may be used with non-disabled children though most books are aimed at adolescents and young adults.

We invite readers to relate their personal experiences in adapting the materials for other groups or individuals.

### **What is Blissymbolics? Why would I use them to teach this subject?**

Blissymbolics is one form of augmentative and alternative communication used throughout the world. The series will appeal to Blissymbol users and those knowledgeable about the symbols. In addition, the meaning-based, graphic symbols can support the teaching and learning of the concepts for many people. Symbols called **key symbols** reappear within compound symbols (those made up of more than one component). As a result Bliss symbols are not as difficult to learn as one might think at first

glance. The symbols enable the learner to see the meaning of abstract words and to understand difficult concepts.

It is possible to use the books and to ignore the Blissymbols. The text and illustrations stand on their own. However, we hope that instructors will take the time to study the symbols and to use those that might support learning. The Appendix to this manual gives more detailed information with suggestions to get you started.

### **When do you suggest introducing these books to clients?**

The time when a helper offers information about sexuality has a great influence on how well the user receives it. We believe that the book **Relationships** needs to be introduced first and can be shared with children before puberty.

Learners will be receptive to the books **Woman's Body, Man's Body, Adolescence** and **Sexual Abuse** around the time that their pubic hair begins to grow and before the development of secondary sex characteristics. This helps to prevent confusion, fear or embarrassment that may arise when menstruation and wet dreams begin.

Learners may show an interest in any of the other books after the first five have been introduced. They may request titles that interest them. The remaining books may be used selectively to answer clients' questions about sexuality.

The series of books can offer support to clients learning about sexuality during group lessons. In



addition they offer learners the opportunity to review material independently at their own pace.

**What is the role of the parent, care giver, teacher, counsellor, friend etc. in sharing these books with another individual?**

Some learners may want to use the books independently, but most will need your support.

The first step is for you to read the books yourself! It important to know what content is covered in the books. You will then be able to determine what additional resources you will need in preparing your program. We believe these books are only an introduction to learning about **Being Sexual**.

It may be necessary to counsel individuals with developmental delays to keep materials in a private place to avoid surprising or embarrassing others.

**What if others don't agree to using these materials with an individual? Do I go ahead anyway?**

The answer to this question depends upon your relationship with the individual. Parents have the right to make decisions about their child's sexuality education. Other care givers may find that there are limits on what they may offer learners because of educational or agency policy.

It is important that everyone provides a consistent message of acceptance and support. Care givers don't need to agree on every issue. They need only to agree that they will respect the honest need of individuals to learn about their sexuality.

In some settings it may be a good idea to discuss the books with co-workers before introducing them. You may want to present them at a staff meeting to share your reasons for wanting to use them. You may want to invite staff members to express their opinions or to ask questions. Ask for their support in helping clients to understand the material.

**What do you mean when you say the books provide an introduction to sexuality? What do we do when we finish the series?**

It might be a good idea to have a little celebration! You may take this opportunity to ask if there is anything more an individual would like to learn about sexuality. Are there additional questions or concerns? If you don't have the answers, you might offer to look for someone else who can help.

Remember, one thing we know about how people learn is that repetition and review are necessary. Just because an individual has read the books doesn't mean he or she has a thorough understanding of the information presented. Provide opportunities to use the books again. An individual may welcome additional instruction relating to social skills and other topics concerning sexuality.

Fine, S. Mentally retarded seeking sex education. (June 12, 1989). *The Globe and Mail*. Toronto.

Senn, Charlene Y. (1988) *Vulnerable. Sexual Abuse and People with an Intellectual Handicap*, Toronto: G. Allan Roeher Institute.



## **What is the System of Blissymbolics?**

Blissymbolics, a *pictographic, ideographic* symbol system originally created by Charles K. Bliss over a period of more than forty years, was intended to promote international communication and cooperation. Using the model of ancient Chinese, his system was created to provide a common graphic medium of communication for persons speaking different languages. However, the world came to hear of Blissymbolics as one of the first systems used as a means of augmentative and alternative communication. Since its first application at the Ontario Crippled Children's Centre, Toronto, Canada, (now Hugh MacMillan Rehabilitation Centre) in 1971, Blissymbols have been used on a variety of communication displays and computers to facilitate communication, and within educational environments to provide a structure for learning language and to promote cognitive development.

## **Why Use Blissymbolics?**

No one is *obliged* to use the Blissymbolics in these books at all, the text and illustrations provide much essential information on their own. Obviously the Blissymbol translations will appeal to augmentative communication instructors knowledgeable about Blissymbolics and to Blissymbol users. Some may be capable of reading these books independently or with the (optional) audio tapes and discussing each of the topics in detail using their communication displays. However after reading the information which follows, the authors hope that others will try using at least a few Blissymbols to enhance teaching and learning.

Blissymbolics is only one graphic form of augmentative and alternative communication. However, unlike sets of unrelated pictures, the system of Blissymbolics is a language with an extensive vocabulary, a grammatical structure, a syntax and expansion capabilities that made it possible to label anatomical diagrams, and to translate or summarize each page of English text into symbols.

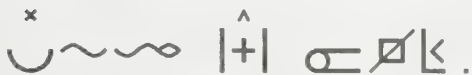


Sample page from *Man's Body*:

**Semen** and **urine** come from different places. **Sperm**, which are stored in the **testicles**, move along a tube called the **vas deferens** to the **seminal vesicles**, where they are mixed with a liquid to make semen. The seminal vesicles are connected to the **urethra**.

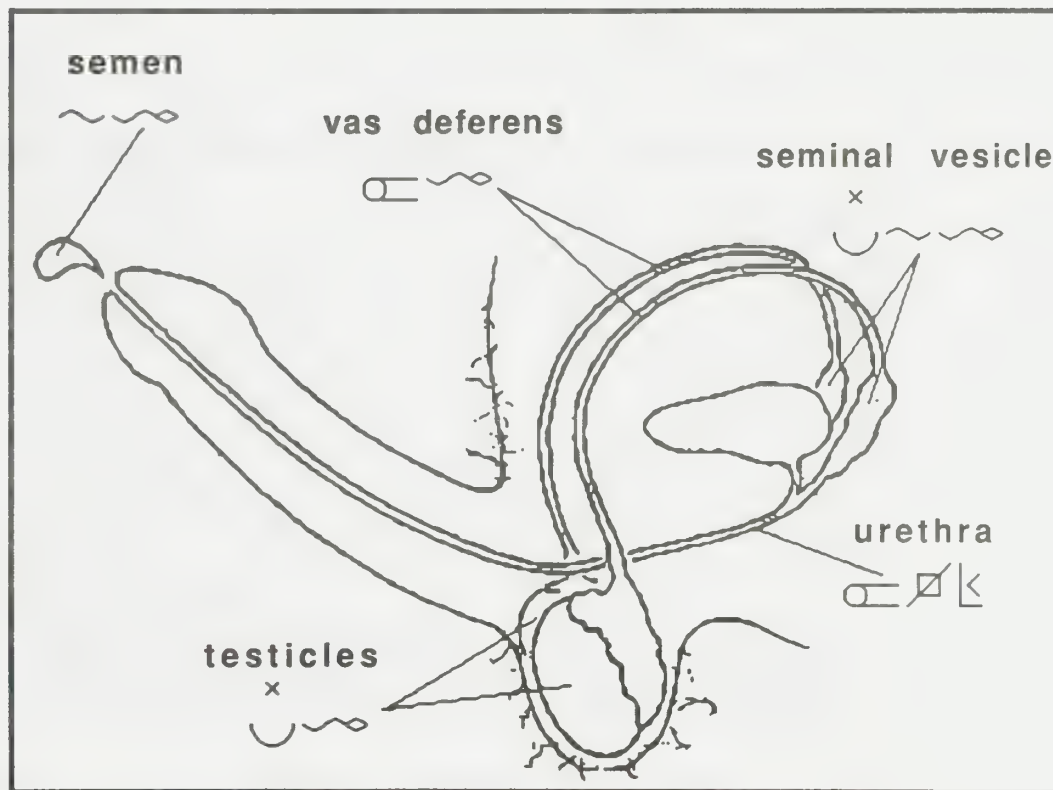
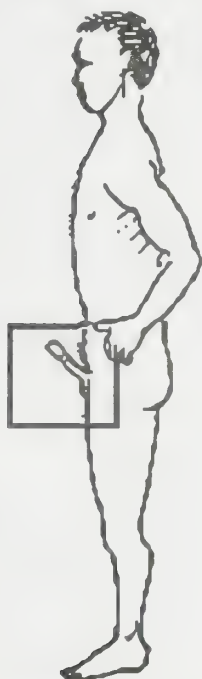


Sperm from (the) testicles move through (the) vas deferens to (the) seminal vesicles.









The seminal vesicles join (the) urethra.

*Note: in order to maintain consistent spacing between symbols, words do not always correspond to the symbols above them.*



The comprehensive vocabulary relating to sexuality supports the teaching and learning of important concepts for *any learners* and helps them to see relationships between these concepts. A Blissymbol glossary at the beginning of each book lists the important vocabulary items and gives an explanation of the Blissymbol components - often the explanation serves as a definition e.g., **semen** (liquid + sperm).

**Sample Glossary Page:**

semen		(liquid + sperm)	
seminal vesicle		(container + semen: pouch in which semen is produced)	
sperm		(pictograph)	
testicle		(container + sperm)	
urethra		(tube + urine)	
vas deferens		(tube + sperm)	

**Blissymbols for Teaching about Human Sexuality**

In 1989 nearly 100 symbols relating to sexuality were developed by an International Panel of Blissymbol-knowledgeable people working under the auspices of Blissymbolics Communication International (BCI). BCI was responding to requests from Blissymbol instructors with the responsibility of teaching human sexuality to Blissymbol users who were now young adults. Meaning-based Blissymbols were developed to enable instructors to teach and reinforce users' understanding of the fundamental concepts relating to this topic. The new vocabulary divides into ten major topic areas: *female anatomy, male anatomy, body parts common to both sexes, reproduction, birth control, sexual activity, sexual acts, social relationships, feelings and related symbols.*

In the case of *pictographic* symbols, even those unfamiliar with the system will see how the symbols eloquently provide information and *generate* additional vocabulary. The explanation of symbol components provides additional information.

**sperm****(pictograph)****egg****(pictograph)****conception****(combination of sperm and egg)**







## Key Symbols

*The Blissymbol Reference Guide* (Wood, Storr, Reich, 1991) contains a lexicon of more than 2,400 Blissymbols. To those unfamiliar with the system, the symbols may, at first, appear complicated and unfamiliar. However, a small number (approximately 120 symbols) represent primary meanings or concepts that are used repeatedly to generate most of the Blissymbol vocabulary.

*Key symbols* used in this series of books are identified in the Appendix. By learning these, it is easy for instructors to see how related *compound symbols* (having more than one symbol component) are derived. You will find as you study the list that many of the symbols are used internationally, so you will already know their meaning.







Instructors may want to study the *key symbols*, select a book most relevant to an individual and try using some Blissymbols to teach selected fundamental concepts. Students do *not* have to be Blissymbol users to benefit. Nor do instructors have to learn *all* the *key symbols* listed in order to begin. If you are currently unfamiliar with Blissymbols, study these examples to see how quickly you can increase your symbol vocabulary. (Additional information about Blissymbolics may be obtained by contacting **Blissymbolics Communication International, 250 Ferrand Drive, Don Mills, Ontario M3C 3P2.**

### Examples of Key Symbols:

container	water, liquid	protection	tube
			
(symbol suggests the outline of a bowl)	(symbol looks like a wave)	(symbol looks like a roof, suggesting protection)	(pictograph)

**Can you see how the following symbols for the sexual body parts are derived from the *key symbols*?**

**Can you see that teaching the *components* of the *key symbols* can help an individual to learn the *function* or meaning of each word below?**


ovary	testicle	semen	scrotum	fallopian tube	vas deferens
					
(container + egg)	(container + sperm)	(liquid + sperm)	(protection + testicle)	(tube + egg)	(tube + sperm)

There are **29** symbols in the sexuality series containing **sperm**, **21** containing **egg** and **17** containing **conception**. Skillful instructors can group symbols and teach concepts in a way that enables students to *see relationships between concepts*, which might not be apparent if only pictures and words are used.

### Combined Symbols

In some cases *combined symbols* were created to show that a vocabulary item does not exist in the current Blissymbol lexicon. It may be that International Panel Members have not yet agreed upon the best way to represent a particular concept or that the need for a particular vocabulary item was not foreseen. The combine indicators appear only within the **Combined Symbol Glossary** appearing at the end of the Blissymbol glossary in each book. They were omitted within translations for esthetic reasons and to save space.

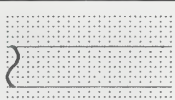

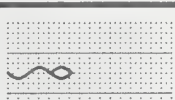
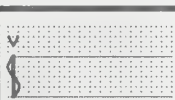
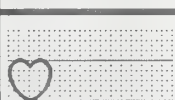
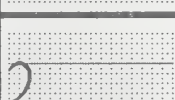
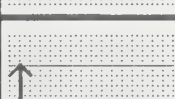
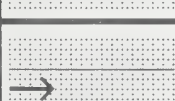
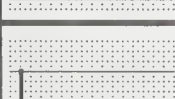

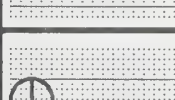
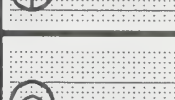
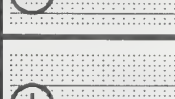
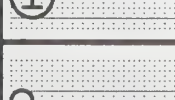
#### Example of a combined symbol:
















placenta	(combination of container <i>and</i> to exchange + fetus + mother: organ of exchange between the fetus and the mother)	
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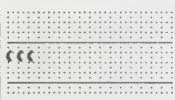
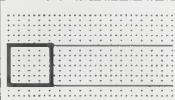

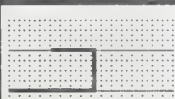
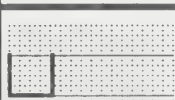
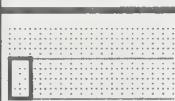

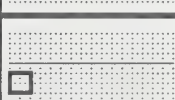
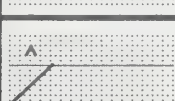


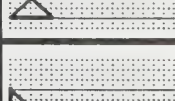
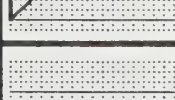

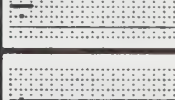
## Appendix


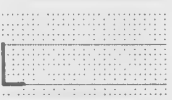
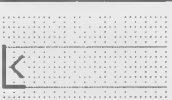
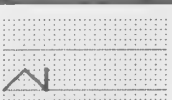
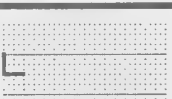
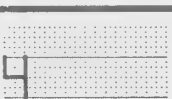
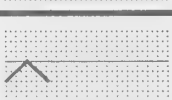
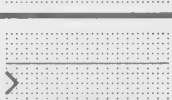
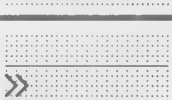
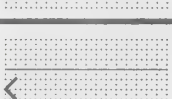
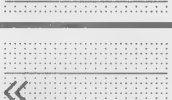
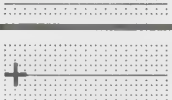
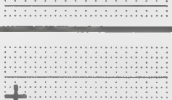
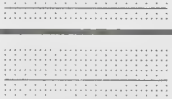
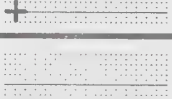
### List of Key Symbols Used in Series

	<b>fire</b>	(symbol looks like a flame, suggesting fire)
	<b>water, fluid, liquid</b>	(symbol looks like a wave, suggesting water or liquid)
	<b>sperm</b>	(liquid + sperm)
	<b>medical, medically</b>	(symbol suggests a modified caduceus, the traditional medical symbol + description indicator)
	<b>feeling, emotion</b>	(symbol is the familiar heart shape)
	<b>ear</b>	(pictograph: symbol suggests a side view of an ear)
	<b>up, upward</b>	(arrow, pointing upward)
	<b>forward</b>	(arrow, pointing forward)
	<b>down, downward</b>	(arrow, pointing downward)
	<b>backward, back</b>	(arrow, pointing backward)
	<b>life</b>	(combination of sun <i>and</i> person: energy produced by the sun supports life on earth)
	<b>egg</b>	(pictograph)
	<b>head</b>	(pictograph)
	<b>child</b>	combination of flower <i>and</i> little: Charles Bliss writes that a child is like a "little flower". The symbol also can be explained as a pictograph showing the head, arms, feet and body of a child.)

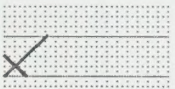

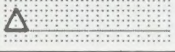
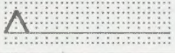
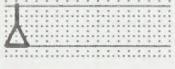
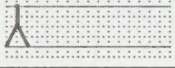
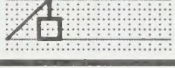
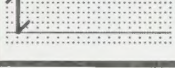
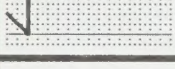
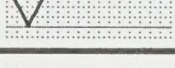
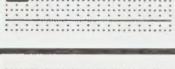
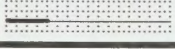

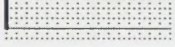
	<b>baby</b>	(child, turned on its side: child too young to stand)
	<b>adult</b>	(combination of <b>flower</b> and <b>big</b> : Charles Bliss suggests that an adult is a person reaching "full flower")
	<b>teenager</b>	(combination of <b>child</b> and <b>adult</b> : person between childhood and adulthood)
	<b>mouth</b>	(pictograph: symbol suggests a round open mouth)
	<b>eye</b>	(pictograph)
	<b>be (to), am, are,, is, exist (to)</b>	(to live [half-sized] + action indicator)
	<b>combination, connection</b>	(two interlocking circles [half-sized])
	<b>combine indicator</b>	(two interlocking circles [quarter-sized]: used before and after a group of symbols, which has been combined by a user to create a new meaning. Combine indicators signal that a symbol is not contained in the published Blissymbol Vocabulary.)
	<b>mind, intellect, reason</b>	(symbol suggests an outline of a skull)
	<b>knowledge</b>	(combination of mind and enclosure: store house of the mind)
	<b>container</b>	(pictograph: symbol suggests the outline of a bowl)
	<b>past</b>	(outline of parabolic mirror focused on what lies behind it)
	<b>future</b>	(outline of parabolic mirror focused on what lies ahead of it)
	<b>body, trunk</b>	(pictograph: symbol suggests the trunk of the body, without head and limbs)
	<b>tube</b>	(pictograph)



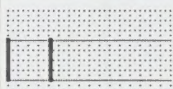
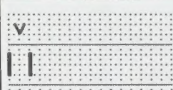
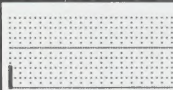


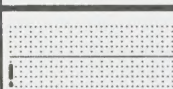
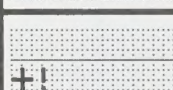

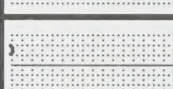
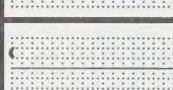
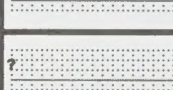
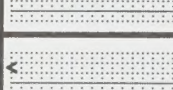
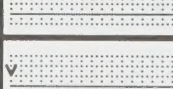
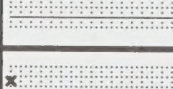
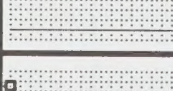
	<b>hair</b>	(pictograph: used only in association with a body part or animal symbol)
	<b>enclosure</b>	(pictograph: an enclosed space)
	<b>room</b>	(enclosure, open on the left side)
	<b>public room</b>	(room, with extended floor line: room opening out onto the street)
	<b>opening</b>	(enclosure, open at the top)
	<b>paper, card, document, page</b>	(pictograph: symbol suggests a sheet of paper or a page of a book)
	<b>book</b>	(pictograph)
	<b>thing, object</b>	(symbol suggests the two dimensional outline of a crystal)
	<b>destroy (to), cancel (to), cross out (to)</b>	(diagonal line used to cross out something + action indicator)
	<b>waste, garbage, rubbish, trash</b>	(thing + to destroy: something discarded or no longer of use)
	<b>make (to), manufacture (to)</b>	(creation [modified] + action indicator: imperfect version of creation, represents man-made)
	<b>cause</b>	(wedge shape that incorporates relation: the wedge presses into the thing on which it has an effect)
	<b>dot</b>	(pictograph: often used to create a meaning based on the relationship between the dot and an associated symbol)
	<b>part</b>	(division [half-sized]: a part is created when something is divided)
	<b>person, human being, individual</b>	(symbol suggests a human being standing, with feet turned out)

	<b>help, aid, assistance, support</b>	(diagonal line + person: the person appears to be helping the leaning line)
	<b>person (standing)</b>	(person [modified], in standing position)
	<b>genitals, sex organs</b>	(standing person + pointer, to genital area)
	<b>illness, sickness</b>	(pictograph of a person with knees drawn up in pain)
	<b>arm</b>	(pictograph: symbol suggests an arm bent upward)
	<b>health</b>	(person [modified] + arm: symbol suggests the outline of a person, arm bent, as if exercising to maintain health)
	<b>protection</b>	(symbol looks like a roof, suggesting the protection afforded by a roof)
	<b>about, concerning, of, on</b>	(relation [half-sized], pointing forward)
	<b>for (the purpose of), in order to</b>	(two relation symbols [half-sized]: the doubled symbol stresses a purposeful relationship)
	<b>by, by means of, of</b>	(relation [half-sized], pointing backwards)
	<b>against, opposed to</b>	(two relation symbols [half-sized], pointing in the opposite direction from the purpose symbol)
	<b>with (the help of)</b>	(addition [half-sized] with the crossbar located on the skyline)
	<b>and, also, plus, too</b>	(addition [half-sized] with the crossbar located in the midline)
	<b>belongs to, of (possessive)</b>	(addition [half-sized] with the crossbar located on the earthline)
	<b>group of, quantity, much/many</b>	(multiplication [half-sized])



	<b>knife</b>	(pictograph)
	<b>creation, nature</b>	(equal-sided triangle: Charles Bliss points out that the Greeks considered the equal-sided triangle to be the simplest and most harmonious geometrical creation, and proof that the world is not chaos, but organized according to harmonious lines)
	<b>female</b>	(woman [modified]: this form of <b>woman</b> is used only in compound symbols to specify gender or sex)
	<b>male</b>	(man [modified]: this form of <b>man</b> is used only in compound symbols to specify gender or sex)
	<b>woman, female</b>	(combination of person <i>and</i> creation {half-sized}: Charles Bliss says woman embodies the creative principle in society. The symbol also looks like a stick figure of a woman wearing a skirt.)
	<b>man, male</b>	(combination of person <i>and</i> action: Charles Bliss says man embodies the action principle in society. The symbol also looks like a stick figure of a man wearing trousers.)
	<b>chemical product</b>	(symbol suggests the outline of a chemical retort and incorporates <b>thing</b> .)
	<b>opposite meaning, opposite of</b>	(combination of <b>up</b> <i>and</i> <b>down</b> : up is the opposite of down. The symbol is placed before a second symbol to create an antonym or meaning that is the opposite of that of the second symbol.)
	<b>hand</b>	(pictograph: symbol reproduces shape formed by thumb and index finger)
	<b>evaluation, value</b>	(symbol represents a cone balancing unsteadily on its point, reminding us that our evaluations are variable and unreliable)
	<b>minus, no, without</b>	(subtraction [half-sized]: the small meaning of subtraction. The symbol is used before another symbol to create a negative meaning, e.g. (minus + sound) to represent <b>silence</b> .)
	<b>earth, ground, land</b>	(horizontal line, on the earthline of the symbol drawing area)
	<b>same, equal</b>	(international mathematical symbol)
	<b>line, stripe</b>	(symbol is a full-sized vertical line)



	<b>limits, limitation</b>	(two reference lines on the vertical boundaries of the symbol for <b>enclosure</b> )
	<b>near, close</b>	(two reference lines [half-sized] + description indicator: with a half square between them, the lines are relatively near each other)
	<b>it</b>	(symbol looks like the top part of the symbols for <b>man</b> and <b>woman</b> minus the specific gender parts. It refers to things rather than to people.)
	<b>pointer</b>	(arrowhead, which points to a detail in a symbol, or to a particular location)
	<b>question</b>	(question mark + open: the question is open-ended. This symbol is also used to introduce a question)
	<b>intensity</b>	(exclamation mark)
	<b>positive</b>	(plus + intensity)
	<b>indicator (action)</b>	(action [quarter-sized]: placed above a symbol to create (1) the infinitive form of a verb, and (2) the present tense of a verb)
	<b>indicator (past action)</b>	(past [quarter-sized]: placed above another symbol to indicate past action)
	<b>indicator (future action)</b>	(evaluation [quarter-sized]: placed above another symbol to show that it is describing or evaluating something. This indicator produces meanings equivalent to English adjectives and adverbs.)
	<b>indicator (conditional)</b>	(question mark [quarter-sized]: placed above a symbol to indicate the equivalent of the English present conditional form)
	<b>indicator (passive)</b>	(action indicator, turned on its side and pointing backward: placed above another symbol to emphasize that something is being acted upon)
	<b>indicator (description)</b>	(evaluation [quarter-sized]: placed above another symbol to show that it is describing or evaluating something. This indicator produces meanings equivalent to English adjectives and adverbs.)
	<b>indicator (plural)</b>	(multiplication [quarter-sized]: placed above another symbol to indicate a plural form)
	<b>indicator (thing)</b>	(thing [quarter-sized]: placed above another symbol to represent a concrete object)



## **Being Sexual: an illustrated series on sexuality and relationships**

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